

GCSE
RELIGIOUS STUDIES B
8063/1

Paper 1 Catholic Christianity

Mark scheme

June 2020

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

Students may include some of the following points, but all other relevant points must be credited:

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (i.e. levels of response grid).

General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../.) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence
- Reference to different views
- Detailed information.

1 mark multiple choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2 mark short answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

4 and 5 mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12 mark answer questions

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, level of response marking has been devised for many questions.

Level of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Level of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

| Level | Performance descriptor | Marks awarded |
|---------------------------------|---|----------------------|
| High performance | <ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate | 3 |
| Intermediate performance | <ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate | 2 |
| Threshold performance | <ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate | 1 |
| No marks awarded | <ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning | 0 |

0 1

Redemption

0 1 . 1

Which one of the following features of a Catholic church is used for reading the Bible?

[1 mark]

- A Font
- B Tabernacle
- C Lectern
- D Crucifix

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: C Lectern

0 1 . 2

Give two reasons why some Christians prefer to use a 'risen Christ' rather than a crucifix in their churches.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

'Risen Christ' emphasises Jesus' resurrection / more hopeful / does not focus on pain and suffering / resurrection gives meaning to the whole process of redemption / reminds Catholics they receive Body, Blood, Soul and Divinity of the 'risen Christ' in Holy Communion / 'risen Christ' emphasises kingship / divinity of Christ / crucifix shows suffering Christ / more distressing for people to think about such a painful death, etc.

0 1 . 3 Explain two contrasting Christian beliefs about the Eucharist.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting belief

Simple explanation of a relevant and accurate contrast –1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting belief

Simple explanation of a relevant and accurate contrast –1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

If similar beliefs are given, only one of them may be credited up to two marks.

Students may include some of the following points, but all other relevant points must be credited:

Catholics, Orthodox Christians and some Anglicans believe the bread and wine become the body and blood of Christ / Christ is fully present in the Eucharist / the Eucharist is the 'source and summit' of Christian life / re-enacts Jesus' sacrifice on the cross / is the highest form of prayer to God / God's love for humans shown in the death of Christ is repeated at every Eucharist / recalls the Last Supper / without receiving the Eucharist Christians cannot live the full life Christ wants / nourishes the soul / celebrating the Eucharist on Sunday is the perfect way to 'keep holy the Sabbath', etc.

Other Christians believe Christ is spiritually but not literally present in the bread and wine / Christ is spiritually present in the community sharing in the Eucharist / some non-conformists think the purpose of the Eucharist is a memorial of the Last Supper / whereas Catholics believe it is a re-enactment of Christ's sacrifice on Calvary / Catholics believe that the Holy Spirit actually changes the bread and wine into the Body and Blood of Christ / whereas other Christians believe they symbolise Christ's Body and Blood, etc.

Some Christians do not celebrate the Eucharist / think all of life is a sacrament / Christ is present through the Spirit who inspires them to serve others, etc.

NB 'Eucharist' can be interpreted as both the bread and wine itself about which Christians have different understandings and also as the celebration of the Eucharist / Mass / Holy Communion service. Accept either interpretation by students. Credit more general responses about what the Eucharist means to Christians.

0 1 . 4

Explain two Christian beliefs about redemption (how Jesus saved humanity) found in St Mark’s account of the crucifixion of Jesus.

Refer to scripture or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First belief

Simple explanation of a relevant and accurate belief – 1 mark
 Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
 Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to scripture or another source of Christian belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

By his obedience to God’s will, Jesus set an example for humans to follow / the crucifixion described in Mark caused Jesus great suffering / eg he was mocked by onlookers / taunted to save himself, yet refused / showed his obedience to God’s will / Jesus cried out to God ‘why have you forsaken me’, showing his humanity, etc. / Jesus showed his love for God and humanity / the centurion said ‘Truly this man was God’s Son!’, showing what Christians believe about Jesus / by his obedience Jesus restored the relationship with God lost by Adam’s sin / Jesus was fully human, as Mark’s account shows / he brought the presence of God into his suffering and death and defeated them / the curtain of the temple was torn in two, showing the barrier between God and humanity was broken / humans now had direct access to God / darkness came over the whole land while Jesus died, showing that Jesus’ death had cosmic significance, etc.

Sources of authority:

Mark 15:21-39

21 They compelled a passer-by, who was coming in from the country, to carry his cross; it was Simon of Cyrene, the father of Alexander and Rufus. 22 Then they brought Jesus to the place called Golgotha (which means the place of a skull). 23 And they offered him wine mixed with myrrh; but he did not take it. 24 And they crucified him, and divided his clothes among them, casting lots to decide what each should take.

25 It was nine o’clock in the morning when they crucified him. 26 The inscription of the charge against him read, “The King of the Jews.” 27 And with him they crucified two bandits, one on his right and one on his left. 29 Those who passed by derided him, shaking their heads and saying, “Aha! You who would destroy the temple and build it in three days, 30 save yourself, and come down from the cross!” 31 In the same way the chief priests, along with the scribes, were also mocking him among themselves and saying, “He saved others; he cannot save himself. 32 Let the

Messiah the King of Israel, come down from the cross now, so that we may see and believe.” Those who were crucified with him also taunted him.

33 When it was noon, darkness came over the whole land until three in the afternoon. 34 At three o'clock Jesus cried out with a loud voice, "Eloi, Eloi, lema sabachthani?" which means, "My God, my God, why have you forsaken me?" 35 When some of the bystanders heard it, they said, "Listen, he is calling for Elijah." 36 And someone ran, filled a sponge with sour wine, put it on a stick, and gave it to him to drink, saying, "Wait, let us see whether Elijah will come to take him down." 37 Then Jesus gave a loud cry and breathed his last. 38 And the curtain of the temple was torn in two, from top to bottom. 39 Now when the centurion, who stood facing him, saw that in this way he breathed his last, he said, "Truly this man was God's Son!"

Accept all other sources of authority that correctly support the beliefs given.

0 1 . 5

‘The most important Christian belief is the belief in the resurrection of Jesus.’

Evaluate this statement.

In your answer you should:

- **give reasoned arguments to support this statement**
- **give reasoned arguments to support a different point of view**
- **refer to Christian teaching**
- **reach a justified conclusion.**

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

| Level | Criteria | Marks |
|--------------|--|--------------|
| 4 | A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue. | 10–12 |
| 3 | Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion. | 7–9 |
| 2 | Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion. | 4–6 |
| 1 | Point of view with reason(s) stated in support. | 1–3 |
| 0 | Nothing worthy of credit. | 0 |

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

The resurrection is important to Christians because without it their faith would be ‘in vain’: ‘If Christ has not been raised, then our proclamation has been in vain and your faith has been in vain. We are even found to be misrepresenting God, because we testified of God that he raised Christ...if Christ has not been raised, your faith is futile and you are still in your sins.’ (Paul, 1 Corinthians 15:14-15, 17) / there would be no Christianity without the resurrection / God raising Jesus from the dead destroyed the ultimate power of sin and death / this means that Christians are redeemed / no longer need to fear death / as it is not the end of life / the resurrection is a sign of consolation for those who have lost someone they love / can enter heaven to be with God eternally / God gives Christians victory over death through Jesus / the resurrection proved that Jesus was God’s Son / this gives Jesus’ teaching authority / the Gospels emphasise the transforming effect the resurrection had on the disciples / the Bible shows Jesus entered a new creation after his death which will be available to all

who believe / joy and hope entered the world / 'Because death is now no longer the end of everything, joy and hope came into the world.' (*Youcat* 108) / 'Where, O death, is your victory? Where, O death, is your sting? The sting of death is sin, and the power of sin is the law. But thanks be to God, who gives us the victory through our Lord Jesus Christ.' (I Corinthians 15:55-57), etc.

Arguments in support of other views

Moral values are more important than belief in dogmas / loving God and neighbour more important for Christian life / other beliefs are more important, eg the incarnation / kingdom of God / Trinity, etc. / some Christians do not believe in its literal truth / rather think that what Jesus stood for can never die / think that being a Christian is about being spiritually reborn in the present life, and not about life after death / resurrection appearances in the Bible have puzzling aspects / eg Jesus' followers did not initially recognize him / he seemed to appear in a locked room / disappear after the encounter at Emmaus / yet he could eat food, so was in bodily form / Christians believe the resurrection meant people were no longer trapped in their sins, yet sin still exists / scientific evidence suggests bodily resurrection is impossible, etc.

[Plus SPaG 3 marks]

0 2

Church and the Kingdom of God

0 2 . 1

Which one of the following is the highest ranking member of the Church's hierarchy?

[1 mark]

- A Cardinal
- B Priest
- C Bishop
- D Pope

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: D Pope

0 2 . 2

Give two Stations of the Cross.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Jesus is condemned to death / Jesus carries his cross / Jesus falls for the first time / Jesus meets his mother / Simon helps Jesus to carry his cross / Veronica wipes the face of Jesus / Jesus falls for the second time / Jesus meet the women of Jerusalem / Jesus falls for a third time / Jesus is stripped of his clothes / Jesus is nailed to the cross / Jesus dies on the cross / Jesus is taken down from the cross / Jesus is laid in the tomb.

0 2 . 3

Explain two ways in which a belief in justice has influenced the life of one important Catholic person.

[4 marks]

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

To be a 'detailed explanation', the influence of the way must be included.

Students may include some of the following points, but all other relevant points must be credited:

The specification points to a study of the work of 'one important Catholic figure', so students may focus on people such as Mother Teresa, Oscar Romero, Pope Francis, etc. However, students may select any Catholic who has worked for justice as long as they explain two ways in which belief in justice influenced their work.

For example:

Oscar Romero preached against the injustices against the poorest people in El Salvador / the poor were being imprisoned / tortured / murdered / disappeared / his sermons were broadcast on radio calling for peace and justice for the poor / he begged the army to stop killing / he was called the 'voice of the voiceless' / his belief in justice caused him to lose his life, etc.

Mother Teresa worked for justice by supporting the 'untouchables' / to ease the suffering of the poorest caste / her clinics allowed the poorest people to die with dignity / she pursued social justice by supporting 'the hungry, the naked, the homeless, the crippled, the blind, the lepers, and all those people who feel unwanted, unloved, uncared for throughout society, people that have become a burden to the society and are shunned by everyone' (Mother Teresa), etc.

Pope Francis's belief in justice influenced his work as Archbishop of Buenos Aires because he increased the number of priests working in shanty towns among the poor / as Pope he leads by example, not allowing money to be wasted on himself / lives in a small flat in a guesthouse rather than official apartments in the Vatican / he criticises economic policies that lead to inequality / he speaks out against abuse and exploitation which lead to injustice / he washes the feet of twelve prisoners on Maundy Thursday to show they remain part of the community, etc.

0 2 . 4 Explain two Catholic social teachings.

Refer to scripture or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First teaching

Simple explanation of a relevant and accurate teaching – 1 mark
Detailed explanation of a relevant and accurate teaching – 2 marks

Second teaching

Simple explanation of a relevant and accurate teaching – 1 mark
Detailed explanation of a relevant and accurate teaching – 2 marks

Relevant and accurate reference to scripture or another source of Christian belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

Catholic social teachings include the equality of all humans / the sanctity of life / peace / justice / reconciliation / human rights / 'preferential option for the poor' / Kingdom values / responsibility for one's neighbour, etc. Many Papal encyclicals encourage Christians to tackle social issues such as poverty / inequality / injustice / the Church stresses the importance of the roles of all Catholics, particularly the laity, to bring about the Kingdom of God / peace and justice are signs of the Kingdom of God / God loves all people so both Church as an institution and individual Catholics should show love of neighbour by supporting the weakest members of society / in *Laudato Si*, Pope Francis explored the essential connection between the ownership of natural resources, the regulation of banks, animal experimentation, unemployment, genetic modification, consumerism, abortion, poverty, prayer and politics / *Rerum Novarum* taught fair treatment of workers in terms of wages and conditions / all people are equal, so the poor should be given equal consideration as would apply to any Christian (cf *Gaudium et Spes* 1) / excluding people is wrong (cf *Evangelii Gaudium* 53-54), etc.

Sources of authority:

Catholic social teaching can be found in documents published by the Magisterium such as Papal encyclicals which have recently been summarised in the book 'Docat', a catechism of what to 'do' about social issues. These teachings are based on texts from the Bible.

It is impossible to list quotations from all the encyclicals on Catholic social teaching beginning with *Rerum Novarum* (Leo XIII, 1891) to *Laudato Si* (Francis, 2015). The specification mentions just two: *Gaudium et Spes* 1 and *Evangelii Gaudium* 53-54 which are quoted below.

'The joys and hopes, the griefs and anxieties of the men of this age, especially those who are poor or in any way afflicted, these are the joys and hopes, the griefs and anxieties of the followers of Christ. Indeed, nothing genuinely human fails to raise an echo in their hearts.' *Gaudium et Spes* 1

'Today we... have to say 'thou shalt not' to an economy of exclusion and inequality. Such an economy kills. How can it be that it is not a news item when an elderly homeless person dies of exposure, but it is news when the stock market loses two points? This is a case of exclusion... Today everything comes under the laws of competition and the survival of the fittest, where the powerful feed upon the powerless. As a consequence, masses of people find themselves excluded and marginalized: without work, without possibilities, without any means of escape... The culture of prosperity deadens us; we are thrilled if the market offers us something new to purchase. In the meantime all those lives stunted for lack of opportunity seem a mere spectacle; they fail to move us.' *Evangelii Gaudium* 53-54

'...love your neighbour as yourself.' (Mark 12:31)

Parable of the Sheep and Goats (Matthew 25: 31-46)

'If a Christian in these days looks away from the need of the poorest of the poor, then in reality he is not a Christian!' (Pope Francis in the introduction to *DOCAT*)

Accept all other sources of authority that correctly support the teachings given.

0 2 . 5

‘The Lord’s Prayer tells Catholics all they need to know about the Kingdom of God.’

Evaluate this statement.

In your answer you should:

- **give reasoned arguments to support this statement**
- **give reasoned arguments to support a different point of view**
- **refer to Christian teaching**
- **reach a justified conclusion.**

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

| Level | Criteria | Marks |
|--------------|--|--------------|
| 4 | A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue. | 10–12 |
| 3 | Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion. | 7–9 |
| 2 | Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion. | 4–6 |
| 1 | Point of view with reason(s) stated in support. | 1–3 |
| 0 | Nothing worthy of credit. | 0 |

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

The Lord’s Prayer includes the petition, ‘thy kingdom come’ / ‘...thy will be done on earth as it is in heaven’ / this refers to the Kingdom of God taught by Jesus / it can be thought of as the time when all people live as God intends / it is not just looking forward to the end of time when God’s rule will finally be established / it is a prayer for people to accept God’s rule in their own hearts / the Kingdom of God will spread on earth by each person recognising their place as a child of God / when everyone does the will of God, the world will be perfect / the Kingdom of heaven and the Reign of God on earth will be one, etc.

Arguments in support of other views

The Lord's Prayer does not go into detail about the Kingdom (Reign) of God / the Lord's Prayer is not all about the Kingdom of God, it also talks about fulfilling people's needs / about forgiveness from God as humans forgive others / about help to resist temptation / other parts of the New Testament teach far more about the Kingdom / eg Parables of the Kingdom eg Sower / Mustard Seed / Weeds, etc. / Jesus' teachings such as 'the Kingdom of God is among you' (Luke 17:21) is more helpful / Jesus' miracles were signs of the Kingdom / the Kingdom was a gradual process as the Church became established after Pentecost so there is more to learn about the Kingdom in Acts / Church teaching developed the idea about the Kingdom of God / people might misunderstand the idea of the Kingdom from the Lord's Prayer and think it was an earthly political kingdom as some people did at the time of Jesus / other teachings such as the Beatitudes give a fuller description of what the Kingdom should be like, where the least important will be blessed, etc.

[Plus SPaG 3 marks]

0 3

The Triune God, mission and prayer

0 3 . 1

Which one of the following prayer positions shows total submission to God?
[1 mark]

- A **Sitting**
- B **Walking**
- C **Standing**
- D **Lying flat**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: D Lying flat

0 3 . 2

Name two Eucharistic acclamations.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

The Gloria / Alleluia / Sanctus / Mystery of Faith.

.

0 3 . 3

Explain two contrasting ways in which St Augustine and Catherine LaCugna described God's love as shown in the Trinity.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting way

Simple explanation of a relevant and accurate contrast –1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting way

Simple explanation of a relevant and accurate contrast –1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

If similar ways are given, only one of them may be credited up to two marks.

Students may include some of the following points, but all other relevant points must be credited:

St Augustine

St Augustine stressed the relationship of love *within* the Trinity / 1 John 4:16 says 'God is love' / love cannot exist on its own, it must have a giver and a receiver / there must be three things: lover, beloved, and the love that unites them / similarly in the Trinity there are three Persons united in love / Father loves Son, Son loves Father, love that unites them is the Holy Spirit / Holy Spirit shares God's love with people / God's love in the Trinity is intimate / each person gives a gift to the others which all share / the Father gives unity / the Son gives equality / the Holy Spirit gives harmony / God's inner life is an eternal interplay of mutual love, etc.

Catherine LaCugna

The Holy Spirit is the love that unites Father and Son / this continual creative act flows outwards to the whole of creation / the Son came from the Father as Jesus to save humanity / the Holy Spirit (God's love) completes the work of redemption by guiding humans towards the Father / once redemption is complete through the help of Father, Son and Spirit, all things will be brought back to God / Catherine LaCugna placed more importance on the *outward effects* of the Trinity / rather than focus on the inner life and nature of God, she thought it helpful to focus on God's self-revelation (actions in people's lives) / this self-revelation allows humans to share in the life of the Trinity / the Father begets the Son but the Son is coequal and coeternal with the Father, so the Son is eternally begotten by the Father / LaCugna used the metaphor of dance as an image of God's love / God and humanity are beloved partners in the dance / the Trinity is 'love loving' / God's love pours out to humanity and humanity returns God's love to God / God as love is in communion with humans, etc.

0 3 . 4

Explain two beliefs about the Trinity found in Galatians.

Refer to scripture or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to scripture or another source of Christian belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

The Trinity is the Father, Son and Spirit / in Galatians 4: 6-7 Paul showed how the relationship between the Father, Son and Spirit also applies to all believers / Jesus became human so people might come close to the Father, as God’s children / because they are children, they can call God ‘Abba’ (Aramaic for ‘Father’, a title Jesus used for God) / this shows that the believer has an intimate relationship with God / the Holy Spirit gives the believer the strength and conviction to accept their relationship with the Father / the same Spirit that filled Jesus is also shared with the believer / links to the creation stories which can be interpreted as referencing the Trinity / eg the Spirit of God hovered over the waters and God spoke his Word in creation, etc / links to the Spirit descending on Jesus at his baptism and God the Father calling him his Son / baptism brings believers into relationship with the Trinity, etc.

Sources of authority:

‘And because you are children, God has sent the Spirit of his Son into our hearts, crying, “Abba! Father!” So you are no longer a slave but a child, and if a child then also an heir, through God.’ (Galatians 4:6-7)

‘In those days Jesus came from Nazareth of Galilee and was baptized by John in the Jordan. And just as he was coming up out of the water, he saw the heavens torn apart and the Spirit descending like a dove on him. And a voice came from heaven, “You are my Son, the beloved; with you I am well pleased.” ‘ (Mark 1:9-11)

‘In the beginning when God created the heavens and the earth, the earth was a formless void and darkness covered the face of the deep, while a wind from God swept over the face of the waters. Then God said, ‘Let there be light’; and there was light.’ (Genesis 1:1-3)

Accept reference to the Creed as a summary of Biblical teaching.

Accept all other sources of authority that correctly support the beliefs given.

0 3 . 5

‘The best way for Christians to show their belief in the Trinity is by preaching the gospel (evangelism).’

Evaluate this statement.

In your answer you should:

- **give reasoned arguments to support this statement**
- **give reasoned arguments to support a different point of view**
- **refer to Christian teaching**
- **reach a justified conclusion.**

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

| Level | Criteria | Marks |
|-------|--|-------|
| 4 | A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue. | 10–12 |
| 3 | Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion. | 7–9 |
| 2 | Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion. | 4–6 |
| 1 | Point of view with reason(s) stated in support. | 1–3 |
| 0 | Nothing worthy of credit. | 0 |

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

The love of the Trinity (between Father, Son and Spirit) flows outwards to all believers / Christians believe that they must pass this love on to others / evangelism (preaching the gospel to others) is the best way to pass on this love / by sharing God’s love through his message of salvation / Pope Benedict XVI wrote: ‘The entire activity of the Church is an expression of a love that seeks the integral good of man: it seeks his evangelisation through Word and Sacrament... Love is therefore the service that the Church carries out in order to attend constantly to man’s sufferings and his needs, including material needs.’ (*Deus Caritas Est* 19) / Jesus’ last instructions to his disciples: ‘Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything that I have commanded you.’ (Matthew 28:18-20) / Christians have a duty to spread the word of God / to share their faith with others, etc.

Arguments in support of other views

Evangelism may be one way of showing the love of the Trinity, but it is not the best way / actions speak louder than words / mission, eg actions to help others, is better / helping the poor develop better lifestyles through education / medical care / guidance on agriculture / access to clean water, etc. is more important than just telling people about God / St Francis said: 'Preach the Gospel at all times. Use words if you have to.' / suggests showing the love of God in one's actions is more important than preaching sermons / 'For those who do not love a brother or sister whom they have seen, cannot love God whom they have not seen. The commandment we have from him is this: those who love God must love their brothers and sisters also.' (1John4:20-21) / Christians do not have to choose evangelism over mission- both are good ways of showing the love of the Trinity to others / evangelism can annoy people if they are not receptive towards it, whereas helping someone with a problem is a better demonstration of the love of God, etc.

[Plus SPaG 3 marks]

0 4

Eschatology

0 4 . 1

Which one of the following best explains the meaning of the term ‘cosmic reconciliation’?

[1 mark]

- A A time when everyone will become a Catholic**
- B A time when all things in creation will be brought together in harmony**
- C A time when God will punish people for their sins**
- D A time when the cosmos is destroyed**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: B A time when all things in creation will be brought together in harmony.

0 4 . 2

Give two examples of memorials for the dead used by Christians.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

Tombstones (gravestones) / monuments / sarcophagi (highly decorated coffins) / remembrance gardens / catacombs / statues / crosses / planting a tree / memorial services / candles / the paschal candle, etc.

0 4 . 3

Explain two ways that a Catholic funeral rite may help people after someone has died.

[4 marks]

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way

Simple explanation of a relevant and accurate influence –1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence –1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

To be a 'detailed explanation', the influence of the way must be included.

Students may include some of the following points, but all other relevant points must be credited:

A Catholic funeral may comfort them / give them hope (for themselves or for their loved one's eternal happiness) / strengthen their faith / eg the body is taken to church showing the belief that the deceased is going back to God / the coffin is sprinkled with holy water showing the belief that the person was baptised into Christ's death and now joins in his resurrection / prayers reflect the belief in resurrection / the coffin is blessed with 'May the angels lead you to paradise and with poor man Lazarus of old may you enjoy eternal life' / a prayer is said for the mourners / showing the hope that the mourners will meet the deceased again in heaven, etc.

It reminds them of the person's life as a Christian / a book of the Gospels is placed on the coffin symbolising faith in Jesus / the coffin is placed beside the lit Paschal candle / showing the belief that the light of the Risen Christ is shining on the deceased, etc.

It gives them peace in the knowledge that the deceased was a child of God who has hopefully been returned to God's loving care / a requiem Mass is held / showing the belief the deceased is resting in God's presence in heaven with sins forgiven / readings focus on the resurrection of Jesus / which made life after death possible, etc.

0 4 . 4

Explain two Christian beliefs about life after death found in the Parable of the Rich Man and Lazarus.

Refer to scripture or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to scripture or another source of Christian belief and teaching– 1 mark

Students may include some of the following points, but all other relevant points must be credited:

People will be judged by God / judgement will be based on people's choices and actions in their lifetime / ignoring the needs of the poor will be punished by God / wealth can make people forget the needs of others (rich man 'feasted sumptuously' but failed to share food with Lazarus) / showing love to others will be rewarded after death / hell is a place of torment ('agony in these flames') / people in hell are aware of those in heaven which increases their suffering / there is a 'great chasm' between heaven and hell so it is too late to apologise for sin / rich man wants his brothers warned so they don't make the same mistake / but everything people need to know to get to heaven is in the scriptures ('Moses and the prophets') / if people do not believe in the scriptures, they will not be convinced to change by someone rising from the dead, etc.

Sources of authority:

The Rich Man and Lazarus

¹⁹ "There was a rich man who was dressed in purple and fine linen and who feasted sumptuously every day. ²⁰ And at his gate lay a poor man named Lazarus, covered with sores, ²¹ who longed to satisfy his hunger with what fell from the rich man's table; even the dogs would come and lick his sores. ²² The poor man died and was carried away by the angels to be with Abraham. The rich man also died and was buried. ²³ In Hades, where he was being tormented, he looked up and saw Abraham far away with Lazarus by his side. ²⁴ He called out, 'Father Abraham, have mercy on me, and send Lazarus to dip the tip of his finger in water and cool my tongue; for I am in agony in these flames.' ²⁵ But Abraham said, 'Child, remember that during your lifetime you received your good things, and Lazarus in like manner evil things; but now he is comforted here, and you are in agony. ²⁶ Besides all this, between you and us a great chasm has been fixed, so that those who might want to pass from here to you cannot do so, and no one can cross from there to us.' ²⁷ He said,

‘Then, father, I beg you to send him to my father’s house—²⁸ for I have five brothers—that he may warn them, so that they will not also come into this place of torment.’²⁹ Abraham replied, ‘They have Moses and the prophets; they should listen to them.’³⁰ He said, ‘No, father Abraham; but if someone goes to them from the dead, they will repent.’³¹ He said to him, ‘If they do not listen to Moses and the prophets, neither will they be convinced even if someone rises from the dead.’” (NRSV)

Accept all other sources of authority that correctly support the beliefs given.

0 4 . 5 ‘There is no such thing as hell.’

Evaluate this statement.

In your answer you should:

- **give reasoned arguments to support this statement**
- **give reasoned arguments to support a different point of view**
- **refer to Christian teaching**
- **reach a justified conclusion.**

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

| Level | Criteria | Marks |
|--------------|--|--------------|
| 4 | A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue. | 10–12 |
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| 2 | Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion. | 4–6 |
| 1 | Point of view with reason(s) stated in support. | 1–3 |
| 0 | Nothing worthy of credit. | 0 |

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

No scientific evidence for the afterlife / no scientific evidence for an actual place called hell / the idea of a burning pit with the devil in charge is just not true / an all-merciful God would not condemn someone to eternal punishment / hell is just made up to frighten people into living better lives / no one except Jesus has come back from the dead to describe what the afterlife is like / picture language is used which cannot convey the reality, etc.

Arguments in support of other views

For Christians, hell is not a physical place / ‘Hell is the condition of everlasting separation from God...’ (Youcat) / people who choose to reject God in their lives are choosing to live for eternity without God / God does not send people to hell, people send themselves through their free will / they

remain in spiritual darkness, aware of what they have rejected / people have believed in hell for centuries so there must be something to the idea / hell has been represented in art, eg *The Last Judgement*, etc. / the idea of punishment in hell supports the belief in God's justice / otherwise some people would 'get away with murder' / the Church provides opportunities for repentance / Jesus taught that God is happier with one sinner who repents than all the faithful who have no need of repentance / if people ignore this, it is their own fault / according to Catholic tradition, the children in Fatima received a vision of hell / people experience hell as a reality in this life, etc.

[Plus SPaG 3 marks]